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AUTHOR Sabota, Roger A.
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ABSTRACT

A project involving three vocational technical and adult education (VTAE) districts in Wisconsin was undertaken to develop and field test a model for improving the bridge between school, cultures, and the world of work for American Indians. Each of the districts had unique needs which necessitated differing methodologies to achieve the project goals. The project results follow: (1) approximately 900 American Indian youth were reached through the project activities; (2) activities, such as sending letters and making presentations, were implemented to familiarize out-of-school American Indian youth with educational and training opportunities; (3) many in-school American Indian youth took advantage of occupational guidance and counseling opportunities made available to them, (4) VTAE student services staff gained a better appreciation of Native American school participation problems; (5) VTAE faculty members were familiarized with Wisconsin American Indian culture, aspirations, problems, and needs through inservice programs, workshops, and working with Native American students; (6) a slide series featuring Native Americans in successful job situations was well accepted by students; and (7) the operational model to improve the bridge between school and work for American Indians varied in each of the districts. The results indicate that all expectations were met and exceeded during the first year of the project. (EH)

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FINAL REPORT
Project No. 16-061-151-317

SERVICES TO THE AMERICAN INDIAN POPULATION TO
BRIDGE THE GAP BETWEEN
EDUCATION, CULTURE AND THE WORLD OF WORK

BEST COPY AVAILABLE

JANUARY 1973

NICOLET COLLEGE AND TECHNICAL INSTITUTE
Rhinelander, Wisconsin

Richard J. Brown, District Director

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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BRIDGE THE GAP BETWEEN EDUCATION, CULTURE
AND THE WORLD OF WORK

Prepared by

Roger A. Sabota - Administrator of
Student Services

Nicolet College and Technical Institute
Rhinelander, Wisconsin
January 1978

The research reported herein was performed pursuant to a grant or contract with the Wisconsin Board of Vocational, Technical and Adult Education, partially reimbursed from an allocation of Federal funds from the U.S. Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official State Board or U.S. Office of Education position or policy.

ACKNOWLEDGMENTS

A consortium project such as this requires the cooperation and efforts of many individuals in order to succeed. Several individuals should be recognized in a report of this type.

Mr. Doyle Beyl and Mr. Bruce McConnell of the State VTAE Board Staff provided leadership during the drafting of the project proposal as well as assisting with administrative issues involved with funding. Mr. Roland Krogstad of the State Staff, for his assistance with the administrative aspects, has helped immeasurably.

Dr. Richard J. Brown, Nicolet District Director, indicated very early his commitment to the project. His administrative support helps make possible the level of activity demonstrated by the project.

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The three program advisors have demonstrated unusual commitment to the project, and each displays strengths which complement the others.

A project advisory committee has provided ideas and guidance as the proposed activities have developed.

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CHAPTER I

INTRODUCTION

Within the Nicolet, North Central, and Mid-State Vocational Technical, and Adult Education Districts, approximately 5,000 Native Americans reside including populations of Forest County Potawatomies, Chippewas, Winnebagos, Menomonees, and the Stockbridge Munsees. Groups of persons working in the Districts with Native Americans, various educational institutions and, members of the State VTAE staff, noted the need to improve the bridge between school, culture, and the world of work for Native Americans. This need was further identified by participants during the summer of 1976 in a course cosponsored by Nicolet College and Technical Institute and by the University of Wisconsin-Milwaukee.

Discussions progressed with administrative personnel from each of the three districts which resulted in the drafting and submission of Project 16-061-151-317 and 16-061-151-31b, "Services To the American Indian Population To Bridge The Gap Between Education, Culture, and The World of Work."

Statement of the Problem

Historically, the American Indian population has experienced educational and career development problems as illustrated by excessive high school dropout rates, high unemployment rates, physical dislocation, and cultural isolation. As a result of these considerations, many American Indians are in need of career skills, general education, and educational counseling to help them meet their employment and educational objectives. Utilizing the consortium approach to resolve some of the educational problems confronting the American Indian, it is anticipated that the transition between education, culture, and work will be facilitated.

The 1977-1981 Nicolet District Plan, discusses the economic deprivation which exists within the Nicolet District as specifically related to the American Indians. The project is directly supportive of the State Plan in that the target population suffers from severe economic and educational disadvantage accompanied by excessive unemployment levels. Specifically, the projects address State Goal #6.0 as found on page 358 of the State Plan. The project will provide a means whereby Native Americans can bridge the gap between education, culture, and the world of work, thereby facilitating their participation in the educational mainstream.

Purpose of the Project

The overall goal of this project is to develop and field test a model for improving the bridge between school, cultures, and the world of work for American Indians. General objectives of the project include:

- A. Familiarize a selected number of American Indian Youth with a broad range of relevant occupations.
- B. Familiarize a selected number of out-of-school American Indian Youth with a spectrum of educational and training opportunities for various occupations.
- C. Provide intensive occupational guidance and counseling to improve self-awareness, career awareness, and information on the world of work for a selected number of in-school American Indian Youth.
- D. Upgrade the VTAE supportive services, understanding of and commitment to serving American Indians, e.g., counseling, financial aids, etc.
- E. Sensitize VTAE staff to Wisconsin American Indian culture, aspirations, goals, problems, and needs.
- F. Develop appropriate instructional and supportive services, materials, modules and packages for counseling, career education, recruiting, assessment, and orientation.
- G. Develop and field test an operational model.

Methodology

The previously listed project objectives have been accomplished through the use of an advisory committee and employment of an one-half time project

coordinator and one-half time program advisor in one district and one full-time program advisor for each of the remaining two districts.

The ad hoc advisory committee was formed consisting of a majority of American Indians with additional persons from the VTAE system, the University of Wisconsin system, Job Service, and the Department of Public Instruction. The advisory committee consisted of nine members. Five members were American Indians representing the communities served. The Council on Indian Education recommended the American Indian members. All advisory committee members were appointed by the State Director of VTAE, Mr. Lehrmann and are listed in Appendix

Staffing for this project took place in the following manner: A full-time program advisor was appointed in the Mid-State District in September 1976. The one-half time project coordinator and one-half time program advisor in the Nicolet District was appointed in November 1976. A full-time program advisor was appointed in January 1977, by the North Central VTAE District.

Each of the districts involved had unique needs which necessitated differing methodologies to achieve the specific objectives for the project. Additional information is reported in Chapter II.

Project Limitations

Each of the program advisors indicated that shortages of space on each of the campuses tended to place a limitation on the effectiveness of the program. This space problem tended to place a limit upon the intra-contact between the advisor-students and club or other similar gatherings.

Distance between housing locations and the campuses limited the opportunities of a number of students to attend school. Adequate housing near the campuses was drastically lacking.

Due to budget constraints, Native American students were not able to participate in the services of the Mid-State Assessment Center. It was felt by all parties concerned that the Center could serve Native Americans. This oversight caused some problems in the career training decisions of some students and would have been a valuable tool in recruitment and community services.

Misinterpretations of project intent by fiscal management personnel prevented the utilization of project funds.

The project advisors did not meet as frequently as they should have to share ideas, thus the effectiveness of the project was somewhat limited.

Adequate monies were not budgeted for the transportation of Native American students to the Great Lakes Inter Tribal Council (GLITC) Education Committee meetings.

Another factor which limited the effectiveness of this project was the complexity of the paper work required.

Background of the Project

During the summer of 1976, Nicolet College and Technical Institute in cooperation with the University of Wisconsin-Milwaukee, sponsored a summer workshop entitled, "Wisconsin Woodland Algonquin Culture." Participants in this course included American Indians, university professors, VTAE State Board staff, VTAE faculty members, and students. The workshop was a total involvement experience as all participants lived together in an area campground.

Joining as instructional staff as well as part-time participants were many individuals from the American Indian communities. From these discussions and deliberations came recommendations that an effort be made to obtain funding to support intensive efforts to improve the bridge between school, culture, and the world of work for Native Americans.

Those persons who requested these services noted that in the central part of the state of Wisconsin approximately 5,000 Native Americans resided. Dialogue was promoted by members of the State VTAE Staff and the district directors in the Mid-State VTAE District, North Central VTAE District, and the Nicolet VTAE District.

The Nicolet VTAE District has three Indian reservations within its boundaries including the Lac du Flambeau, Mole Lake, and Stone Lake. Nicolet experienced sizeable enrollments of Native Americans and was participating in its fourth year of sponsoring the Native American Resources Project. (This project prepares American Indians for employment as Natural Resources Aides for the Department of Natural Resources and the United States Forest Services in Wisconsin, Michigan, and Minnesota.) This district also has an extensive outreach program with the Indian communities.

The North Central VTAE District includes Menominee County which contains a large resident population of Menominee Indians. This district through its Antigo campus has been serving the educational needs of Native Americans.

The Mid-State VTAE District, although it does not contain an Indian Reservation, does have a large population of Wisconsin Winnebago Indians. This district had a Native American employed prior to the inception of the consortia project. The discussions held by the three district directors, the Administrators of Student Services, and Mr. Bruce McConnell of the State VTAE indicated that all persons involved were receptive to the project intent.

CHAPTER II

ANALYSIS OF THE DATA

The previously stated objectives were accomplished through the use of an advisory committee and employment of a one-half time project coordinator and one-half time program advisor in one district and one full-time program advisor for each of the remaining two districts.

The activities undertaken to achieve the project objectives varied slightly in each of the three districts involved in this project. Although each district is similar and interested in attaining similar objectives, each had different populations with unique needs and geographic variations as well as unique education programming.

North Central Technical Institute District

The Native American advisor was hired as a full-time person in January 1977. Following nine months as a program advisor in the NCTI District, comments indicated that NCTI is increasing its services to the Native American and its effectiveness in its first year has been noticeable. The Summary of Contacts sheets included in the Appendices are indicative of the activities carried out at NCTI to achieve the objectives of the project.

The following list will summarize specific activities carried out in the North Central VTAE District to meet specific objectives.

1. Familiarize a selected number of American Indian youth with a broad range of relevant occupations.
 - A. Home-school coordinators and high school guidance counselors were contacted for information on numbers of students in school as well as out of school for at least five years past.
 - B. All high schools in NCTI District with Native American students enrolled were visited and group presentations were made to them.

- C. Spoke to several students at Career Days sponsored by high schools or universities. Those students who voiced interest in particular programs at NCTI were followed-up by mail.
- D. -Career Day for Girls - U.W.-Green Bay
 - 180 junior high girls present, sponsored by Wisconsin Tribal Women. Worked with MATC for a presentation on vocational schools.
 - Career Day - Menominee Indian School
 - 75 high school students present
 - recruiting - first attempt at MIS for a Career Day
 - Very hard to speak to students individually
 - Career Day - U.W. - Stevens Point
 - 45 Upward Bound students present
 - Several students picked up NCTI brochures although no commitments were made.
 - Career Day - Stockbridge Reservation
 - Made presentation to 50 high school students.
 - Four students expressed interest in programs offered.
- 2. Familiarize a selected number of out-of-school American Indian youth with a spectrum of educational and training opportunities.
 - A. All American Indian students that had dropped out of a program at NCTI were contacted by letter.
 - B. A presentation was made to the Native American persons at Lincoln Hills School. As a follow-up to this presentation, these persons participated in a tour of North Central Technical Institute. Four students expressed interest in obtaining more information about programs offered by NCTI.
 - C. Educational personnel at the Menominee Restoration office was visited. A list of occupations available on and around the reservation was developed and used for reeruiting purposes.

- D. Seven girls involved in a girls career exploration session in Wittenberg were interviewed which was followed with a tour of NCTI. One girl expressed interest in nursing.
- 3. Provide intensive occupational guidance and counseling to improve self-awareness, career awareness and information on the world of work for a selected number of in-school American Indian youth.
 - A. Students on the Wausau and Antigo campuses (61) including GOAL and Pre-Vocational people were given advisement on a regular basis.
 - B. Prospective students (33) for Fall 1977, were advised as needed.
- 4. Upgrade the VTAE supportive services, understanding of and commitment to serving American Indians (counseling, financial aids, etc.).
 - A. Meetings with student advisors to explain the Native American Advisor position at NCTI and to offer support in working with Native American students were conducted.
 - B. Meetings with student services people on an individual basis were conducted to discuss Native American concerns.
 - C. A meeting with the Board of Directors to explain the situation, ask for support and discuss the importance of the Native American Advisor position at NCTI was conducted.
- 5. Sensitize VTAE staff to Wisconsin American Indian culture, aspirations, goals, problems, and needs.
 - A. Meetings with teachers of Native American students to discuss attendance problems and differences in cultures or needs were conducted.
 - B. Assisted in the preparation of in-service training sessions for faculty and staff for January 1978.
 - C. Authored an article for the staff newsletter inviting faculty to visit the Native American Advising office if questions or comments regarding Native American students surfaced.

6. Develop appropriate instructional and supportive services materials, modules and packages for counseling, career education, recruiting, assessment and orientation.
 - A. High school relations counselors and other people in student services were contacted to determine what they do when recruiting.
 - B. Developed a brochure for visual aid purposes and to act as a name card for students.
 - C. Development of an audio-visual slide presentation depicting Native Americans employed in positions related to training programs available at NCTI was begun.
 - D. High school guidance counselors and home-school coordinators were contacted to ensure the availability of all necessary forms, information, and phone numbers as may be required to assist students to get into a school after high school.
 - E. The NCTI placement office was contacted to obtain information as to where NCTI students were employed, salary ranges, and the percentage of graduates employed.
 - F. Meetings were held with tribal education offices to determine the kinds of jobs which are available on or about the reservations.
7. Develop and field test an operational model.
 - A. Utilizing statistics from the placement office, comments received at the career workshop in Bowler were favorable. Students indicated that they were not given this type of information by all recruiters.
 - B. Presented a slide show in Wittenberg for a group of high school students. Programs become more interesting to the students when visual aids were used. Slides pertaining to Native American dress, housing, dance were used at two elementary school presenta-

tions and a Native American student in Native costume accompanied the Native American Advisor to one elementary school.

- C. The slide presentation was also used at two elementary schools and the Thomas Jefferson School in Wausau. The Native American Advisor and a student from NCTI made a presentation to 160 elementary students and teachers about Native American traditions and culture.

Native American Awareness Unit.

Midway School - Gleason, WI. 150 students

The Native American Advisor was asked to serve as a consultant for the unit which covered Native American art, crafts, rhythm and games. A formal presentation was made on the last day of the unit.

Summer Objectives (1977)

1. To develop a slide production, for recruiting, purposes, involving Native American people in work situations as related to programs offered at NCTI. Also, to include, when possible, some of the same people involved in cultural activities.
 - A. Workers in areas including Wittenberg, Bowler, and Menominee were contacted to obtain permission to take pictures of them at work.
 - B. Students and teachers were contacted to obtain permission to take pictures of them in learning situations.
 - C. Permission was received from the Instructional Materials Laboratory (IML) supervisor to use the services of the school photographer for for the project.
 - D. Slides of students and teachers at Wausau and Antigo, workers in Wittenberg and Wausau have been developed to date. Slides pertaining to North American culture have been received.

2. To develop a preferred housing list for Native American students coming into this area.
This objective was not necessary to implement since most of the students at both Antigo and Wausau either commute or find housing on their own.
3. To develop plans for an in-service session for the faculty at NCTI.
 - A. The Administrator of Instructional Services at NCTI was contacted to obtain information relating to in-service training. Three to four hours of the January in-service meeting would be set aside for the project.
 - B. Personnel to conduct the in-service training sessions have been contacted.
 - C. Several instructors and staff people at NCTI were contacted to obtain input as to what should be included at the in-service sessions. The response was very beneficial.
 - D. Student advisors were consulted and the Native American Advisor volunteered to serve as a resource person when they were working with Native American students.
4. Plan development for a Native American student organization which would include both the Antigo and Wausau campuses.

The decision was made to wait until school started in the Fall to begin organizing a Native American club. One meeting has been conducted to date on the Wausau campus.
5. To continue visiting the District reservation areas for recruiting purposes. To visit additional Native American homes in the Wausau-Schofield area for recruitment of unemployed family members, mothers on ADC, and dropouts.

This activity is ongoing and attempts to contact dropouts by visiting guidance counselors and those people working with tribal education committees have been initiated. The Job Services office was contacted and the services of the Native American advisor were offered to be used for Native Americans as a possibility for alternatives to employment.

6. To assist 1977 graduates in finding jobs related to their fields. Two Native American students graduated from NCTI in May of 1977. One student in Machine Tool found employment on his own for the summer and returned to NCTI in August for the Welding program. The other student has not found employment although he has been interviewed for jobs. Consideration is being given to taking a job unrelated to his chosen vocation.
7. To ensure that all prospective students for Fall 1977, have all necessary paperwork completed by mid-August.

Those students known to enroll at NCTI for certain had all required forms completed. Some difficulties were encountered as some certifications were late or had to be changed, some certifications were sent to the wrong school, and the state strike caused complications in Madison for some students.

8. To assist with NCTI District tribal education offices in establishing a strong line of communication between their offices and NCTI.

This objective has been met. The tribal education office personnel in Menominee, Bowler, and Wittenberg are all familiar with the Native American advisor position and call for assistance with students attending NCTI as well as the prospective students.

Mid-State Technical Institute District

The Mid-State District was the first of the three districts to employ a program advisor. The Native American Advisor was employed in September 1976. The activities undertaken following the employment of this person may be broken into two major categories: community out-reach (off-campus activities) and on-campus. During the first year, the major emphasis was placed on off-campus activities with the major thrust being career awareness. At the inception of the project, only one full-time Native American student was enrolled at Mid-State Technical Institute. Nine Native Americans were enrolled in the GOAL program.

Project objectives and their implementation were as follows:

1. To familiarize a selected number of American Indian youth with a broad range of relevant occupations.

- A. Contacts with local educational and business committees were initiated
- B. Letters were mailed to local educational committees to inform them of the available services for American Indians.
2. To familiarize a selected number of out-of-school American Indian youth with a spectrum of educational and training opportunities.
 - A. Articles were submitted to the tribal newspapers informing Native Americans about services available through the Mid-State VTAE District.
3. To provide intensive occupational guidance and advising to improve self-awareness, career awareness and information on the world of work for a selected number of in-school American Indian youth.
 - A. Visitations were made to area high schools which enrolled American Indian students. These visitations consisted of both individual contact and group seminars.
 - B. On-campus students received intensive assistance through regularly scheduled contacts and nonscheduled, informal meetings.
 - C. The major on-campus effort was program advising and career selection.
 - D. Discussions with American Indian students took place regularly in the halls and cafeteria.
4. To upgrade the VTAE supportive services, understanding of and commitment to serving American Indians, (e.g., counseling, financial aids, etc.)
 - A. All persons employed as student services staff personnel worked with the American Indian students to improve retention records and academic success.
 - B. The financial aids officer was actively involved in providing assistance relative to financial planning and application processing.

- C. American Indian students were involved in the total spectrum of student services functions.
- 5. To sensitive VTAE staff to Wisconsin American Indian culture, aspirations, goals, problems and needs.
 - A. The financial aid officer was involved in seminars designed to assist the American Indian through the financial aid process and the completion of financial aid applications.
 - B. Discussions held with other student services personnel pertaining to Native American needs were led by the Native American Advisor.
 - C. The total faculty was made aware of the services of the Native American Advisor's Office.
- 6. To develop appropriate instructional and supportive services materials, modules, and packages for counseling, career education, recruiting, assessment, and orientation.
 - A. Information gathered during follow-up activities was utilized for recruitment activities.
- 7. To develop and field test an operational model.
 - A. This objective will remain constant as the role of the program advisor becomes more refined.

Nicolet College and Technical Institute District

The Nicolet Native American Advisor was appointed in the Nicolet District late in November 1976. This person had the dual responsibilities for project coordination and student assistance. Nicolet posed a situation which was somewhat unique to the other two districts involved in the consortium. Nicolet had provided services to American Indians prior to the implementation of this project. Some selected examples included the following:

The Native American Resources Aide program prepared Native American persons for employment as resources aides within the states of Wisconsin, Michigan, and Minnesota. An American Indian served as the program advisor

for persons enrolled in the training program. This program completed its fourth year on the Nicolet College Campus in May 1977.

In cooperation with the University of Wisconsin-Milwaukee, Nicolet College has cosponsored several summer programs which focused on Wisconsin Woodland Algonquian culture. Other workshops which focused on topics relating to American Indian culture have been sponsored. Extensive outreach efforts have resulted in many courses on or near reservations in the district. On the Lac du Flambeau Reservation, Nicolet has provided a full-time vocational program in Building Materials and Home Improvement. This program, which completed its third year of operation in May 1977, has been adapted to the unique needs of the Lac du Flambeau residents. Also located on the Lac du Flambeau Reservation is a Nicolet College Learning Center which recently completed its third year of operation.

In addition to the Native American program advisor previously mentioned, Nicolet College employs a person half time to assist Native Americans in obtaining financial aids. An additional full-time faculty member is responsible for maintaining liaison with the reservation and Indian agencies in the Nicolet District.

The following list summarizes specific activities carried out in the Nicolet District to meet the project objectives:

1. Familiarize a selected number of American Indian youth with a broad range of relevant occupations.
 - A. Home-school coordinators and high school guidance counselors were contact to familiarize them with the position of Native American program advisor. In addition, information was gathered relating to the numbers of Native Americans in each school as well as those who have dropped out during the past five years.

- B. A Native American Career Day was held on the Nicolet Campus.
This activity was well attended and fifteen students sought additional information about Nicolet as a direct result of this activity.
- 2. Familiarize a selected number of out-of-school American Indian youth with a spectrum of educational and training opportunities.
 - A. All known out-of-school American Indian youth who had indicated an interest in educational activities were contacted by letter.
(Appendix Letter to Prospect Students.)
 - B. Information discussions were arranged with out-of-school American Indian youth in locations throughout the Nicolet District.
 - C. A Prospective Native American Student Contact Information Form was developed and circulated. (See Appendix).
- 3. Provide intensive occupational guidance and counseling to improve self-awareness, career awareness and information on the world of work for a selected number of in-school American Indian youth.
 - A. Meetings on a regular basis were held with the sixty-three students who were enrolled on the Nicolet Campus.
 - B. During the Fall of 1977, approximately 120 prospective students were advised on various matters.
- 4. Upgrade the VTAE supportive services, understanding of and commitment to serving American Indians, (counseling, financial aids, etc.).
 - A. Meetings with student services staff to describe the position and functions of the Native American program advisor were conducted.
 - B. The Financial Aid Officer and his assistant participated in various state VTAE sponsored programs for Native American financial aids.
 - C. An in-service day relating to American Indian culture was conducted for faculty, staff and students.

5. Sensitize VTAE staff to Wisconsin American Indian culture, aspirations, goals, problems, and needs.
 - A. See C Above.
 - B. Student progress is discussed with appropriate faculty members on an on-going basis.
 - C. A workshop entitled "A Survey of Contemporary Issues in the U.S. Federal Indian Policy and Law" was held on the Nicolet Campus.
 - D. The Nicolet Native American Club continued its activities including bake sales and the annual pow-wow.
6. Develop appropriate instructional and supportive services materials, modules and packages for counseling, career education, recruiting, assessment, and orientation.
 - A. Recruitment methodologies were discussed with appropriate Nicolet staff.
 - B. Continuous dialogue was maintained with appropriate district liaison personnel to insure that they had current programming and recruitment materials with them at all times.
7. Develop and field test an operational model.
 - A. Placement data was used during the Native American career awareness workshop.
 - B. Experiment with student retention forms which will enable the program advisor to be aware of potential retention problems before they become a problem.

CHAPTER III

CONCLUSIONS AND RECOMMENDATIONS

The conclusions and recommendations presented were based on the analysis of data collected and related to each objective identified in Chapter I. The order of presentation follows the order of listing in Chapter I and subsequent data collection and analysis in Chapter II. Although each of the Districts involved in this project has a unique structure for the delivery of educational services, the oversights, limitations and problems encountered during the first year of operation were overcome and the effectiveness of the project activities were noticeable in each District. The following summary as related to each project objective is offered for review:

1. Familiarize a selected number of American Indian youth with a broad range of relevant occupations.

In each of the Districts involved, early project activities centered around the informing of agencies and educators of the services available through the project. Following early efforts to gain visibility, activities ranged from career conferences for American Indians to visitations to schools and other locations where groups of Native Americans gathered. Statistics kept by the Native American advisors indicated that approximately 900 American Indian youth were reached through these activities.

2. Familiarize a selected number of out-of-school American Indian youth with a spectrum of educational and training opportunities.

To reach all known American Indian youth who were out of school, a variety of activities were implemented in each District. These included sending letters as well as making presentations to assembled groups at institutions such as the Lincoln Hills Correctional facility. The primary objective of these activities was to get as many out-of-

school youth as possible to visit the campuses of the various VTAE Districts for the purpose of firsthand exploration of educational opportunities. The results were very encouraging.

3. Provide intensive occupational guidance and counseling to improve self-awareness, career awareness and information on the world of work for a selected number of in-school American Indian youth.

Concentrated efforts were made to reach each resident student in each of the Districts. All Native Americans enrolled in classes at the Nicolet, North Central and Mid-State VTAE Districts were provided the opportunity to receive information relative to the objective statement. Many Native Americans took advantage of the opportunity to receive this information.

4. Upgrade the VTAE supportive services, understanding of and commitment to serving American Indians (counseling, financial aids, etc.).

Progress in each particular District is most easily noted in the financial aids offices of the Districts. The Nicolet District employed a one-half time person specifically to assist Native Americans with Financial aids. Under the leadership of the State VTAE Financial Aids Consultant, the financial aids administrators in the Districts have received extensive exposure to the problems and procedures relating to financing education for Native Americans. Through the leadership displayed in each of the Districts by the program advisors, the total student services staff in each district has gained a better appreciation of Native American school participation problems.

5. Sensitize VTAE staff to Wisconsin American Indian culture, aspirations, goals, problems, and needs.

Activities have centered on exposing resident faculty members to Native Americans. This has been accomplished through in-service programs, courses, workshops, conferences with program advisors, and by working

with Native American students. The frequency with which the program advisors are sought out by the students illustrates achievement of this objective. In addition, faculty members advise the Native American advisors on student progress on a regular basis.

6. Develop appropriate instructional and supportive services materials, modules and packages for counseling, career education, recruiting, assessment and orientation.

Although activities varied in each District, the primary thrust was to work with high school counselors to discuss actual placement of graduates for various programs. Of significance was the slide series featuring Native Americans in actual job situations. This series was being prepared in the North Central District under the leadership of the Native American advisor. Indications of student acceptance of these materials suggests additional development of this type of aid. Every group who viewed the slides reacted favorably. Slides illustrating Indians in successful situations created a positive outlook in the minds of Native American students.

7. Develop and field test an operational model.

This objective is constantly being refined as the effect of the various project activities are evaluated. No single model will be appropriate in each situation in each of the districts. The operational model depends upon the situation in the district as well as the personality traits and training of the program advisor.

An analysis of the statistics included in the Appendices indicates that documentation is available to show that the project has had a direct effect on 1,522 individual person, 1,363 of whom were American Indians. No accurate measurement is available to point out how many additional persons may have been

influenced by activities of the project. It is obvious that the members of the families of the enrolled students have been affected by the project.

The project results suggest that all expectations have been met and exceeded during the first year of operation. Realistically, the goals, objectives and final impact of the project will not be fully realized for a number of years, as the final evaluations will be the increased numbers of trained Native Americans graduating from VTAE schools.

An observation of the enrollment statistics and retention figures in each of the three districts clearly indicates that the project has had a positive effect upon educational opportunities for American Indian persons. It is recommended that other Wisconsin VTAE districts be informed regarding the project; however, expansion of the project be carefully planned.

APPENDICES

APPENDIX A

SELECTED COMMENTS OF NICOLET'S NATIVE AMERICAN STUDENT ADVISOR

NEEDS

Vocational Guidance - In this area, there does not seem to be adequate high school guidance counseling in preparation for entering vocational schools such as testing to determine where the students aptitude lays.

Alcohol and Drug Counseling - There is definitely a need for counseling by alcohol and drug counselors of professional standard for students on a regular basis.

G.E.D. - There is a definite need to establish a program which would provide funding for Native American people to get there G.E.D. without taking college or vocational level classes for which they aren't prepared.

Vocational Interest Evaluation - A specific program for those people who are interested in the vocational program to be tested and evaluated before their classes begin to show their strengths and weaknesses so that programs can be set up specifically for them.

Financial Aid

Inadequate in the initial amount given with no real counseling or advice by the financial aid office as to their alternatives if they are not satisfied with the initial grant.

Inability to give a grant for use in dire emergency situations encountered by students.

Grant given by a committee of three rather than just one individual whose judgement might be colored by personal prejudices toward some individuals.

Class Attendance

Perhaps the single factor that contributes to Native American students missing classes is the lack of dependability in their present form of transportation which means constant breakdowns and/or delays in rides. Even those with cars that are in good shape can not be depended on to act as if they should be responsible to see that the rest of the Native American student body gets to their classes.

It is proposed that either each tribe or community get their own form of transportation for students from their reservation or community.

In the event that this is not possible, Nicolet should furnish transportation from the reservation or community.

In each case, whoever does the transporting should charge a small daily fee for the privilege of riding the transportation that is provided.

Native American Supportive Service Staff

A full time Native American person with a Masters Degree in Counseling and Guidance whose job is the personal counseling and guidance of the Native American student population and perhaps teaching a class or two in the field of counseling and guidance.

A full time Native American person to offer supportive services to the Native American population of Nicolet such as finding housing, arranging class schedules, recruiting, receiving financial aids, etc., such as the present Native American Student Advisor does now.

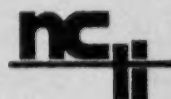
Native American Studies

It is strongly recommended that Nicolet start courses for and about Native American people, especially of this area both as a means of education for both whites and Native Americans, with the added positive aspects of retention and recruitment that courses of this nature will offer to Native American people.

Mini courses or seminars in areas of Native American arts and crafts such as canoe building, clothing making, beadwork, quill work, pipe carving, drum making, etc.

In the first part about courses, professional people with degrees can be used whereas in the second part, regular, lay people with the knowledge and expertise in those areas can be put to use.

APPENDIX B

NORTH CENTRAL
TECHNICAL INSTITUTE1000 Schofield Avenue
Wausau, Wisconsin 54401
Telephone 715/675-3331

STUDENT SERVICES

June 29, 1977

Mr. Roger Sabota, Administrator
Student Services
Nicolet VTAE District
P. O. Box 518
Rhineland, WI 54501

Dear Mr. Sabota:

The Native American Program Advisor Project has been operational in the North Central Vocational, Technical and Adult Education District since January, 1977. In a short time, many contacts have been made in the Native American community in an effort to reduce roadblocks that appear to prevent Native Americans from seeking occupational training in our district. It has also provided additional support services for those who are enrolled at NCTI's Wausau and Antigo campuses.

We anticipate an increase in the number of Native Americans enrolling at NCTI for the 1977-78 school year. In addition to the recruitment effort, additional support services now available from NCTI's Native American Program Advisor should cause a decrease in the attrition rate normally associated with the Native American enrollment characteristic. If these goals of recruitment and support services are reached, and the evidence shown thus far shows positive growth toward these goals, the objectives of the project appear to have an excellent opportunity of being realized.

The program advisor is doing an excellent job in a difficult area and should be commended for her efforts directed towards meeting the project's goals. As the project moves along into its second year of funding, we look forward to more Native Americans being moved into an educational setting and a decrease in the number of Native American students who leave our institutions without completing their training program.

Sincerely,

A handwritten signature in cursive script that reads "Paul A. Link".

Paul A. Link, Administrator
Student Services

mmw

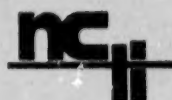
Enclosure

cc: Dr. D. Davis
S. Cloud

NORTH CENTRAL VOCATIONAL, TECHNICAL AND ADULT EDUCATION DISTRICT

APPENDIX C

October 19, 1977

NORTH CENTRAL
TECHNICAL INSTITUTE1000 Schofield Avenue
Wausau, Wisconsin 54401
Telephone 715/675-3331

STUDENT SERVICES

Mr. Roger Sabota
Associate Director for Student Services
Nicolet College
Rhinelander, WI 54501

Dear Mr. Sabota:

It is my pleasure to advise you of my enthusiastic support for the Native American Program. As a former Student Financial Aids Administrator, you are well aware of the complexity of today's Student Financial Aid application. This process is especially difficult for the Native American because, in addition to the BEOG and FAF forms, the Native American must also complete several other documents depending on tribal affiliation or branch of BIA providing the funding. Needless to say the Student Financial Aid application process can be a real barrier to equal educational opportunity.

The assistance our students and prospective students have received from Sharon Cloud has been invaluable. Not only has she assisted students and their families in the application process, but has also provided the necessary follow through from application to receipt of funds. Sharon has also assisted our students in money management and budgeting.

Sharon's availability on a one to one basis has made a real difference to our students. Without the individual attention and demonstrated concern they receive from Sharon, I am sure that our success in attracting and retaining Native Americans would suffer considerably.

In addition to helping Native American Students, Sharon has also been of considerable help to me in getting information needed for Student Financial Aid decisions, explaining and interpreting NCTI and Student Financial Aid policy to students and explaining the unique financial problems of Indian students to me. Sharon has been a real advocate of Native American concern on campus.

Sincerely yours,

Thomas H. Goltz
Thomas H. Goltz
Financial Aids Supervisor

dg

cc Paul Link



COLLEGE AND TECHNICAL INSTITUTE



715 • 369-4410

BOX 918 . . . RHINELANDER, WISCONSIN 54501

• November 23, 1977

•
Dr. Thomas Maney, Coordinator
Occupational Educational Projects
Nicolet College & Technical Institute
Rhinelander WI 54501

Dear Dr. Maney:

This letter of endorsement for Project No. 16-061-151-197 "Services to the American Indian Population to Bridge the Gap Between the Education, Culture and the World of Work" is written from a dual perspective. The first is as Administrator of Student Services at Nicolet College and the second as administrator of the Consortia Project.

Since the funding of this project and the employment of Mr. Ernest Pine, numerous improvements in services to Native American students have been noted. The Native American students have identified a single office to which they can turn for assistance. Much more intensive recruiting efforts have been noted which have increased the number of students who have enrolled. Through efforts to maintain contact with the Indian students, it appears that student retention has improved. His efforts and activities have greatly increased the awareness of the Nicolet faculty regarding the needs of Indian students.

From the consortia perspective, an increase of enrollment of American Indians in each of the districts has been observed. Through the combined efforts of the three districts, the Indian communities are much more aware of educational opportunities which are available.

• I strongly support this project and not only urge its refunding but expansion of the same.

Sincerely,

Roger A. Sabota
Administrator, Student Services

kbs

APPENDIX E

NORTH CENTRAL TECHNICAL INSTITUTE - SUMMARY OF CONTACTS

Sex: F - 325 M - 270 Total - 595

Age: Under 18 - 450 18-25 - 60 25 & over - 85

Ethnic Background: Native American - 471 Black - 1 White - 120
Spanish American - 3

Location of First Contact

At a meeting	66	Antigo Campus	10
Community Building	4	High School	85
Home	10	Court House	3
Library	3	Telephone	30
Letter	25	Health Care Center	2
Restaurant	1	Pow-wow	3
Headstart	2	Career Day	268
My office	14	Clients Office	20
Lounge	30	Lincoln Hills School	18
Job Service	1		

Number of contacts per Adult (over 18)

one	12	Six	5
Two	15	Seven	7
Three	12	Eight	5
Four	11	Nine or more	60
Five	18		

Number of Contacts per Under 18 Years of Age

One	400	Six	0
Two	15	Seven	0
Three	2	Eight	0
Four	4	Nine or more	29
Five	0		

How Contact Learned of Service

Newspaper article	9	Another client	9
Word of mouth	30	Referred by agency	26
Other NCTI staff	30	Letter	15
Librarian	2	High school counselor	5
Flyers	14	Met at a meeting	6

Referrals from Agencies (Total 54)

Campus staff	11	Lincoln Hills Staff	1
HEAB	8	High School Counselor	4
Health Care Center	1	BIA (Ashland)	1
Indian Center	16	Social Services	1
Menominee Education Office	3		

Agencies to which Clients were Referred (Total 38)

Job Services	6	Driver License Examiner	2
DVR	4	Apprenticeship program	3
BIA (Ashland)	2	Another school	9
HEAR	3	Indian center	4
Social Services	3	Vets representative	2

Educational Background

Less than high school	450	Bachelor's Degree	15
High school diploma	20	Masters Degree	2
Vocational-technical diploma/degree	5	Masters Degree plus	4
Some post-secondary courses	5	Don't know	94

Educational Objectives

Basic education	10	Job seeking techniques	5
High school diploma	350	GED	12
Job advancement	3	New career	1
Teacher certification	2	College Degree	5
Vocational-technical diploma/degree	20		

Financial Aid received by those enrolled

BEOG	7	CETA (Goal program & Pre-Voc. program)	10
BIA	7	No aid received	9
State Indian Grant	9		(Special classes)

Enrollment Status

January 1977 (regular)	Wausau - 6	Antigo - 7	Pre-Voc - 8	Goal - 2
March 1977 (regular)	Wausau - 6	Antigo - 6	Pre-Voc - 6	Goal - 4
	Special classes - 8			
May 1977 (regular)	Wausau - 6	Antigo - 3	Pre-Voc - 8	Goal - 2
Enrolled elsewhere	- 4			

Reasons for Dropping

Distance from campus	4	Employment instead	1
Family problems	2	Health problems	2
Car trouble	2	Lacked motivation	1
Child care	1	Class cancelled	8
Financial problems	2	Drinking problem	2

Reason for Contact

Recruiting	374	Needed ride	5
Financial aids	34	Housing	14
Social visit	24	Tutoring	5
Referral	14	Enrollment	44
Family problems	10	Health problems	11
Information	60	Open discussion	15
Working together	20	Class schedule	14

Number of prospective student for Fall 1977 - 12

Programs of interest: Accounting, Data Processing, Secretarial Science,
Secretarial Science-Medical, Residential Design,
Retail Sales, Auto Servicing, Welding, Technical
Nursing, GOAL Program

Number of prospective students for January 1978 - 1

Program of interest: Printing

9 or more Contacts have been with:

Students

High School personnel

NCTI personnel

Central Wisconsin Indian Center Director

Title IV Parent Committee Chairman

Marian Markman - HEAB

Norb Hill - Talent Search Recruiter - HEAB

Education Office - Menominee

Wisconsin Indian Resource Council

Youth Service Worker - Wittenberg

Career Counselor for Girls - Schofield

Consultant - VTAE Board, Madison

Community Health Representative - Wittenberg

Vedo Stone - Wisconsin Indian Opportunities, Inc.

Antigo Campus Counselor

BIA - Ashland

John Beaudine - President, CWIC Board

No Documentation

Faculty Lounge - visiting

People asking for information only

People asking for directions

Discussions at meetings

Social discussions after work

Working with secretaries, NCTI

Names of every student at Career Days

APPENDIX F

NORTH CENTRAL TECHNICAL INSTITUTE - SUMMARY OF MEETINGS

Date 2/4/77 Place Nicolet Technical School - Rhinelander
 Reason Project Advisors Meeting Speaker Yes X No
 Recruiting Yes X No # of People Present 7 Age Level Adults

* * * * *

Date 1/26/77 Place Wausau Room, Wausau
 Reason Consortium Meeting Speaker X Yes No
 Recruiting Yes No # of People Present 15 Age Level Adults

* * * * *

Date 2/7/77 Place UW - Green Bay
 Reason Ethnic Studies Symposium Speaker Yes X No
 Recruiting Yes X No # of People Present 60 Age Level Adults
 Comments Legitimacy of Ethnic Studies at the University - poor attendance by
target group (administration and faculty)

* * * * *

Date 2/8/77 Place MSTI - Wisconsin Rapids
 Reason Great Lakes Inter-Tribal Council Ed. Speaker Yes X No
 Recruiting Yes X No # of People Present 50 Age Level Adults
 Comments First GLITC meeting attended - mainly to meet the people

* * * * *

Date 2/16/77 Place Nicolet College - Rhinelander
 Reason In-Service for teachers Speaker Yes x No
 Recruiting Yes x No # of People Present 50 Age Level Adults
 Comments Very good turn out by faculty - picked up some good ideas for
in-service at NCTI

Date 2/17/77 Place Nicolet Collège - Rhinelander
 Reason Career Day Speaker Yes X No
 Recruiting X Yes No # of People Present 75 Age Level High School
 Comments Good turn out- attended mainly to get ideas for career day in my
district - most students there because of interest in Nicolet programs

* * * * *

Date 2/22/77 Place Potch-Chee-Munk -Wittenberg
 Reason Girls Club Meeting Speaker X Yes No
 Recruiting X Yes No # of People Present 7 Age Level High school
 Comments Five High school girls present - one mentioned that she was interested
in NCTI

* * * * *

Date 3/2/77 Place Wausau Public Library
 Reason Wis. Council on Indian Education Speaker Yes x No
 Recruiting Yes X No # of People Present 10 Age Level Adults
 Comments Mainly attended for information

* * * * *

Date 3/3/77 Place Marathon County Courthouse
 Reason Human Rights Committee Meeting Speaker Yes X No
 Recruiting Yes X No # of People Present 10 Age Level Adults
 Comments Mainly attended to get to know the people involved

* * * * *

Date 3/8/77 Place Nicolet College - Rhinelander
 Reason GLITC Education Meeting Speaker Yes X No
 Recruiting Yes X No # of People Present 50 Age Level Adults

Date 3/12/77 Place UW - Green Bay
 Reason Career Conference for Girls Speaker X Yes No
 Recruiting X Yes No # of people present 180 Age level 7-10 Grade
 Comments Sponsored by Wisconsin Tribal Women, Inc. - I worked with advisor from Milwaukee to discuss vocational schools

Date 3/10/77 Place NCTI Classroom
 Reason Organization meeting for consumer education Speaker X Yes No
 Recruiting Yes X No # of people present 7 Age Level Adults

Date 3/1/77 Place UW - Stevens Point
 Reason GLITC Education Meeting Speaker Yes X No
 Recruiting Yes X No # of people present 50 Age Level Adults

Date 3/23/77 Place Nicolet College - Rhinelander
 Reason Advisor Board Meeting Speaker Yes X No
 Recruiting Yes X No # of people present 15 Age Level Adults

Date 4/12/77 Place NCTI Board Room
 Reason Board meeting Speaker X Yes No
 Recruiting Yes X No # of people present 20+ Age Level Adults
 Comments New Director appointed - made a presentation on project

Date 4/13 & 4/14 Place UW - Stevens Point
 Reason Evaluation Team - DNR Project Speaker Yes X No
 Recruiting yes X No # of people present 6 Age Level Adults
 Comments Member of team to evaluate DNR project

Date 4/15/77 Place Menominee Restoration Office - Keshena
 Reason Health Careers Meeting Speaker x Yes No
 Recruiting Yes X No # of people present 8 Age Level Adults
 Comments Met with Fred Comancho & Menominee Health Staff to discuss programs
at NCTI and MSTI

Date 5/5/77 Place Thomas Jefferson School - Wausau
 Reason Native American Awareness Week Speaker X Yes No
 Recruiting Yes X No # of people present 160 Age Level K - 3
 Comments Spoke about Native American traditions and culture

Date 5/12/77 Place Lincoln Hills School - Irma, WI
 Reason Recruiting Speaker X Yes No
 Recruiting X Yes No # of people present 16 Age Level 16-18
 Comments Gave counselors information about NCTI

Date 5/17/77 Place Menominee Indian School - Keshena
 Reason Career Day Speaker x Yes No
 Recruiting X Yes No # of people present 75 Age Level High School
 Comments Areas of interest - Police Science, Nursing, Secretarial Science

Date 5/21/77 Place UW - Stevens Point
 Reason Career Day - Upward Bound Speaker X Yes No
 Recruiting X Yes No # of people present 45 Age Level High School
 Comments Several students took NCTI brochures but no real commitments were made

Date 5/26/77 Place NCTI
 Reason Tour by Lincoln Hills School Speaker X Yes No
 Recruiting x Yes No # of people present 16 Age Level 16-18
 Comments Four students requested more information and one actually came in to
ask for specifics

* * * * *

Date 6/10/77 Place Sacred Heart Seminary, Oneida, WI
 Reason Bilingual Education Workshop Speaker Yes X No
 Recruiting Yes x No # of people present 30 Age Level Adults
 Comments Picked up information on Native American language classes - also
asked for more information on adult education for D.P.I.

* * * * *

Date 6/24/77 Place Stockgridge Reservation
 Reason Career Day Speaker X Yes No
 Recruiting X Yes No # of people present 50 Age Level High School
 Comments Two people expressed an interest in pre-vocational programs at Antigo
and two expressed an interest in regular programs

APPENDIX G

NICOLET COLLEGE AND TECHNICAL INSTITUTE - SUMMARY OF CONTACTS

Sex: F - 387 M - 250 Total - 637

Age: Under 18 - 287 18-25 - 249 25 & Over - 101

Ethnic Background: Native American - 602 Black - 3 White - 27

Spanish American - 5

Location of First Contact

At a meeting - 14
Community Building - 93
Home - 42
Social gatherings - 22
Letter - 87
G.L.I.T.C. meetings - 6
My office - 24
Job Service - 4

High School - 41
Telephone - 75
Health Care Center - 1
Pow-wow - 2
Career Day - 246
Lincoln Hills School - 11

Number of Contacts per Adult (over 18)

One - 92
Two - 87
Three - 64
Four - 43
Five - 24

Six - 41
Seven - 65
Eight - 93
Nine or more - 108

Number of Contacts per Under 18 Years of Age.

One - 345
Two - 259
Three - 138
Four - 29
Five - 21

Six - 35
Seven - 42
Eight - 63
Nine or More - 187

How Contact Learned of Service

Newspaper Article - 20
Word of mouth - 93
Other N.C.T.I. staff - 187
Higher Education Seminars - 15
Flyers - 203

Another Student - 47
Referred by agency - 14
Letter - 84
High School Counselor - 14
Met at a meeting - 27
Social gatherings - 13

Referrals from Agencies (Total 27)

Campus staff - 57
HEAB - 1
Health Care Center - 1
Indian Center - 14
Menominee Education Office - 2
G.L.I.T.C. Personnel - 15

Lincoln Hills Staff - 5
High School Counselor - 11
BIA (Ashland) - 1
Social Services - 5
UW College Personnel - 9
Private College Personnel - 4
Other Tech. Inst. Personnel - 3

Agencies to which Clients were Referred (Total 67)

Job Services - 14
 DVR - 3
 BIA (Ashland) - 28
 HEAB - 10
 Social Services - 4

Driver License Examiner - 3
 Another School - 11
 Vets representative - 7

Education Background

Less than high school - 396
 High School diploma - 203
 Vocational-Technical diploma/degree - 4
 Some post-secondary courses - 94
 Bachelor's Degree - 6

Masters Degree - 4
 Masters Degree plus - 2
 PhD. - 2
 Don't Know - 53

Education Objectives

Basic education - 23
 High school diploma - 264
 Job advancement - 27
 Teacher certification - 14
 Vocational-Technical diploma/degree - 287

Job seeking techniques - 4
 GED - 34
 New career - 3
 College degree - 91

Financial Aid Received by Those Enrolled

BEOG - 45
 BIA - 20
 State Indian Grant - 39

CETA (Goal program & Pre-Voc.
 program - 2
 No aid received - 4

Enrollment Status

January 1977 (regular) 63
 March 1977 (regular) 54
 May 1977 (regular) 47

Reasons for Dropping

Transportation problems - 3
 Financial problems - 3
 Employment instead - 4
 Physical Health problems - 1

Legal problems - 2
 Drinking problem - 1
 Emotional Health problems - 1
 Did not attend calsses - 1

Reason for Contact

Recruiting - 403
 Financial Aids - 161
 Social Visit - 94
 Referral - 38
 Family problems - 8
 Information - 63
 Employment - 18

Needed ride - 31
 Housing - 93
 Tutoring - 22
 Enrollment - 105
 Health problems - 28
 Class schedule - 62
 Legal problems - 7

APPENDIX H

MID-STATE TECHNICAL INSTITUTE - SUMMARY OF CONTACTS

Sex: m - 176 F - 114 Total = 290

Community Contacts - 290

Home	27
Letter	14
Office	31
Marshfield Campus	1
Stevens Point Campus	3
High Schools	72
Telephone	35
Career Days	84
Institutions	18

Number of contacts over 18 years of age:

1	103	6	0
2	45	7	0
3	9	8	0
4	5	9	0
5	1		

Number of Contacts under 18 years of age:

1	99	6	1
2	12	7	0
3	10	8	0
4	3	9	1
5	0		

Referrals:

HEAB	3
Menomine Education Office	3
Indian Center	10
Job Service	15

Referrans to Agneices:

Job Service	18
DVR	1
BIA	23
HEAB	3
Social Services	3
Other Schools	4

Educational Objectives:

GED	5
VTAE Diploma/Degree	72
Job Advancement	18
New Career	5

Number of Prospective Student Falls of 77 - 23

Programs of Interest: Accounting, Secretarial Science, Auto Body, Clerk
Typist, Diesel and Heavy Equipment, Account Clerk,
Auto Mechanics, Business Administration Personnel

Prospective Students Janey 78

Programs of Interest: Diesel and Heavey Equipment, Stenography

APPENDIX I

Project Advisory Board

SERVICES TO THE AMERICAN INDIAN POPULATION
TO BRIDGE THE GAP BETWEEN EDUCATION,
CULTURE AND THE WORLD OF WORK

Ms. Marian Markman
Higher Education Aids Board
Wisc. Education Opportunities Center
111 West Wausau St. - Room 215
Wausau, WI 54401

Ms. Veda W. Stone
Office of Minority Studies
University of Wisconsin - Eau Claire
Eau Claire, WI 54701

Mr. Jack Messing
Upward Bound
University of Wisconsin - Stevens Point
Stevens Point, WI 54481

Ms. Bertha Lowe
Governor's Manpower Council
Bureau Program Development
30 West Mifflin St.
Madison, WI 53702

Mr. Dalton James
Indian Student Advocacy Office
P.O. Box 486
Keshena, WI 54135

Mr. Dan Poler, Jr.
Rt. 1
Crandon, WI 54520

Ms. Susan Thunder
Wis. Winnebago Business Committee
041A Old Main
University of Wisconsin - Stevens Point
Stevens Point, WI 54481

Mr. George Brown
Probation & Parole Office
Box 67
Lac du Flambeau, WI 54538

Mr. Douglas Miller
Rt. 1
Bowler, WI 54416